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ABSTRACT

In 1997, the South West Institute of TAFE (Technical and Further Education) in Victoria, Australia, and Royal Melbourne Institute of Technology jointly developed an online workplace delivery model for administrative and clerical workers. The model was aligned with national standards encompassing the formal qualifications for four certificates in office administration. Since 1997, the model has combined the positive aspects of traditional classroom structures with the benefits of new technologies to enhance the model based on the following principles: (1) development of an appropriate technological infrastructure; (2) development/enhancement of training materials specifically designed for online delivery; and (3) implementation of workplace training plans. The Web site of the course for administrative and clerical workers contains four key areas as follows: course information; an orientation area; a course resources area; and a communications area that supports informal interaction between students and staff while minimizing intrusion into the workplace. South West TAFE's course coordinator/administrator took the following actions to ensure successful implementation of the flexible delivery model: (1) analyze (review students' histories to identify appropriate entry points); (2) design (develop customized workplace training plans); and (3) implement (contract the professional staff). (A sample competency plan and three sample training plans are appended.) (MN)

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TEND 2000

Crossroads of the New Millennium

Flexible Delivery Is Not Simply A Question Of Technology

Prepared and Presented

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Saturday 8 April, 2000

Workshop 2

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Abstract

The late 90s have seen educators riding on the wave of technological advancements in their pursuit of the ultimate flexible delivery model. In more recent times, however, I believe we have been caught in the backwash of some of these advances.

The UAE was founded using the "mechanics of a modern administrative structure" yet at the same time "ensuring that the best of the traditions of the past are maintained, adapted and preserved"[1] It is this same 'mixing of the options' that underpins the very successful flexible, workplace delivery programme at South West TAFE, Australia.

Our geographical isolation has meant that we have been committed to flexible, distance based learning for many years. In 1997, we were part of a project team that developed the first online office skills delivery model in Australia. Our experience has enabled us to draw on those positive aspects of traditional classroom structures and combine these with the positive benefit that technology has to offer.

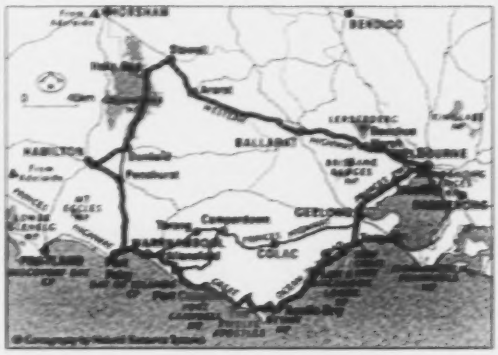
This paper (and subsequent workshop) will review this educational model and highlight the philosophy behind its development. Specific case studies have been included so as to provide some insight into the practical strategies that have ensured the ongoing success of this programme at South West TAFE.

[1] *The United Arab Emirates – Interactive CD ROM, Trident Press Ltd. 1996*

Flexible Delivery Is Not Simply A Question Of Technology

BACKGROUND

Australia is a large country (land mass approximately the same size as the USA) with a population of approximately 19 million. Much of this population is concentrated in coastal cities. The South West Institute of TAFE (Technical and Further Education) is located Victoria, with campuses in the regional cities of Warrnambool (http://www.warrnambool.vic.gov.au/welcome/index.shtml), Hamilton and Portland.



http://www.tourism-victoria.aone.net.au/indextvsbp.htm

Our geographical isolation has meant that we have been actively committed to flexible, distance based delivery for many years. In 1997, we developed an online workplace delivery model for use by administrative and clerical workers in partnership with the Royal Melbourne Institute of Technology. This model aligned itself to the National Clerical-Administrative Competency Standards, 3rd Edition that encompasses the formal qualifications - Certificate II, III, IV and V in Office Administration.

The delivery model aimed to service clerical and administrative workers who, at the time, represented approximately 15% of the Australian workforce. Of significance was the fact that approximately 70% of these workers did not have any formal credentials (BSITB Industry Training Plan Update 1995/98). Using new learning technologies was deemed to be appropriate for this group given that clerical and administrative workers are generally computer literate and should therefore adapt well to the online environment.

INTRODUCTION

Since our involvement in the 'Australia first' office skills online project, we have continued to enhance the model, drawing upon those positive aspects of traditional classroom structures and combining them with the benefits that new technologies have to offer. Our goal has been to support the continually shifting paradigms from centralised, teacher focused learning, to distributed client focused approaches.

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Our experience has enabled us to identify three key features of a successful flexible delivery model incorporating design, facilitation and management.

1 The development of an appropriate technological infrastructure. The workshop will include a demonstration of the Office Skills Online website.

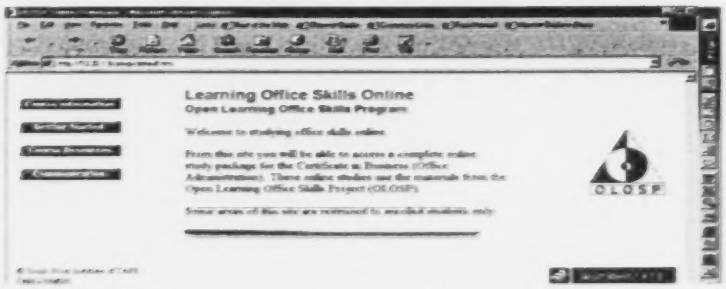
2 The development (or enhancement) of training materials specifically designed for online delivery. The workshop will sample these materials, highlighting the fact that they are not simply paper-based materials 'placed online'.

3 The implementation of workplace training plans. The workshop will review specific case studies highlighting the successful incorporation of the technological infrastructure, adapted training materials and workplace training plans.

THE DEVELOPMENT OF THE MODEL

When first developing the storyboards for the Office Skills Online website (www.swtafe.vic.edu.au/olosp), our primary objective was to identify those features that focused on enhancing the learning. Despite the novelty of the Internet, our brief was to ensure that we were not merely utilising technology for technology's sake. We wanted to develop a generic infrastructure that was built on sound technical and pedagogical principles.

Figure 1 – Learning Office Skills Online Homepage



The result was a web site that is:

- logical, efficient and user friendly in its layout and design features
- designed to encourage group synergism, and
- inclusive of features to ensure ongoing functionality.

Our design process acknowledged the fact that many of our potential students would have a variety of equipment standards when accessing our site. As such, we wanted the layout to be clear and

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simple…both from visual and technological perspective. Given the volume of information needed to be included, consistency of presentation was critical. This included framing each secondary screen with the sites main selections, providing ready access to help functions and generally ensuring that the student had a strong visual sense of their location within the site.

We have minimised the use of graphics and animation. At the time of the initial development, budgetary constraints were a major variable impacting on this decision. However, it has since been agreed that, although visually attractive and even entertaining at times, the benefit of these features is minimal. Our goal has always been to concentrate on the real areas of impact, rather than the 'bells and whistles'.

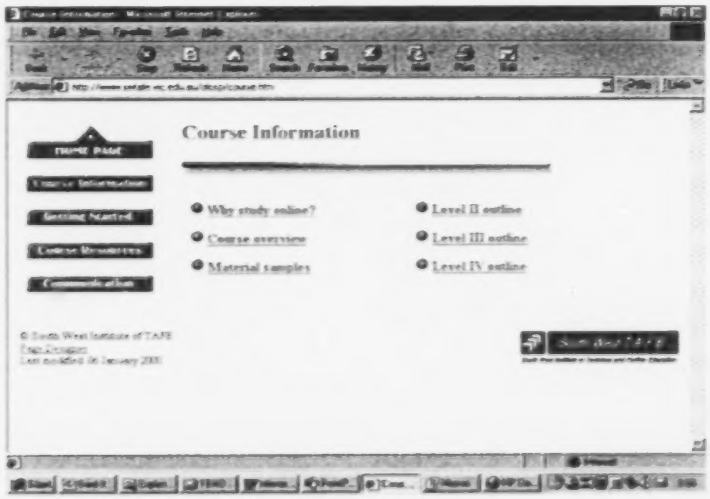
Although 'scrolling' is often noted as an undesirable feature of a website, we knew our target audience would most likely print out the bulky text items that they would need to make multiple reference to. As such, we have not viewed this as a negative feature.

As part of our commitment to a logical, efficient and user friendly layout, we divided our site into four key areas:

COURSE INFORMATION

When you venture into online delivery, you are making known your intentions to market your products or services around the world. This part of our site is dedicated to this task offering the opportunity for potential students (and competitors) to browse.

Figure 2 – Course Information



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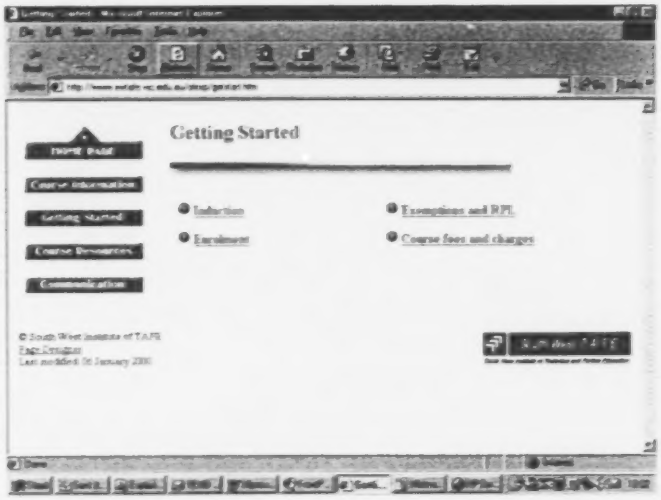
GETTING STARTED

Just as you would offer an on-site or on-campus orientation, the website also accommodates this necessary function in the educational process. Our intention here is to answer all those questions we as educators know will be asked in the first class.

Figure 3 – Getting Started



COURSE RESOURCES

In this section of the site, we aim to provide our online students with access to the 'typical' student services that are available to our on campus students.

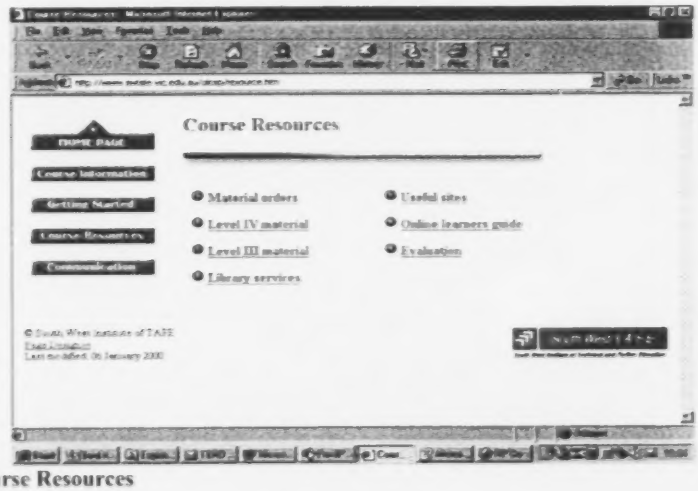


Figure 3 – Course Resources

There are also some unique services available to our online students including library loans and ordering of course materials.

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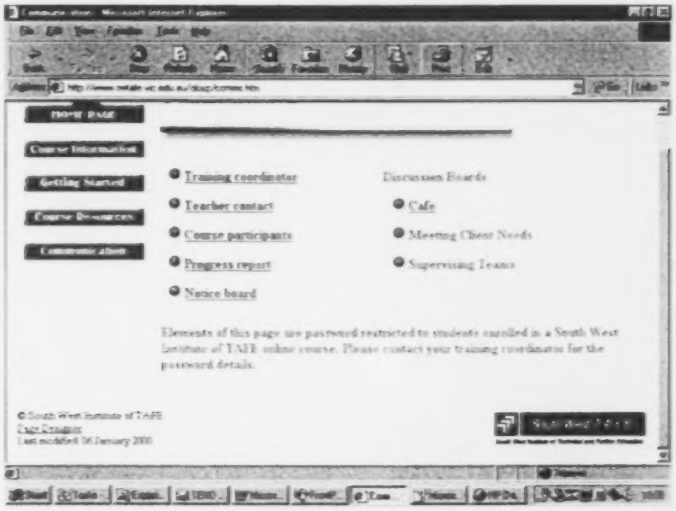
COMMUNICATIONS

The decision to undertake study in a flexible/off campus manner has in the past been a relatively lonely and challenging way in which to learn. Initial contact has traditionally been administrative with subsequent interaction revolving around the submission of assignments.

One of the goals of our website is to nurture and encourage group synergism thus making the communication section the most dynamic component of the website. It is here that we have most effectively put to use the new technologies in a way that emulates the positive features of our traditional classroom structures that stimulate communication and collaboration.

Figure 4 – Communications



Our goal has been to provide a platform that will support the interaction between students and staff, whilst at the same time minimising the intrusion into the workplace. It should be noted that without the development of learning materials that target the use of this infrastructure, you would have little more than a glorified chat room.

We have created an informal area for communicating that we refer to as our café as a way of nurturing the online learning community.

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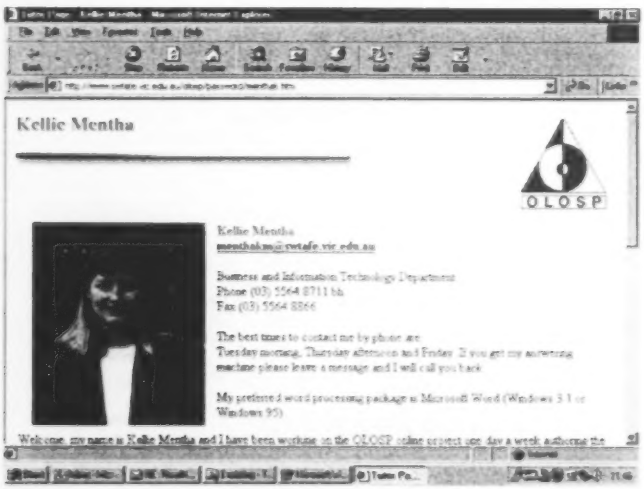
Figure 5 – Extract from the Café

It is here that we first invite the students to practice their online conferencing skills prior to participating in the more formal subject conferences. Although enthusiastic to participate, the constraints of the technology can often be intimidating.

We have also provided students the opportunity to view a profile of their teacher(s). As well as providing general logistical details, our teachers are able to open the communication channels by anticipating some of the likely questions to be asked, just as one would expect to have happen on the first day of classes.

Figure 6 – Teacher Profile



We also like to include the profiles of each of our students. Despite all the 'groans and moans' we often receive (particularly if a photo is involved), we find this one of the most visited sections of our site. We

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believe that not only do students like to see themselves, they also like to feel that they are part of a wider student body, thus contributing further to the nurturing of group synergism. We include the general details and photos (if available) and require that the student e-mail a brief commentary.

Figure 7 – Student Profiles (extract)

To further encourage interaction, much of this section is passworded. This not only ensures confidentiality of student and staff details, but it also generates a level of confidence amongst the students that fosters communications.

Although there are many other features of the site, the overview provided of the four key features (Course Resources, Getting Started, Course Resources and Communications) highlights the goals of the model; namely, to create a technical infrastructure that is logical, efficient and user friendly in its design, with a primary focus on encouraging group synergism.

THE DEVELOPMENT (OR ENHANCEMENT) OF TRAINING MATERIALS

To create an effective learning environment, functionality is required at two levels. The first level is organisational.

Although not wanting to discourage exploration of new concepts through the allocation of seed funding, I believe the organisational preparedness greatly influences the long-term success of any technological based development. In recent times, many educational sites have been developed as a result of project based funding. Because they are often leading edge, there is typically an absence of organisational

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infrastructure to provide ongoing support for the project. The outcome is that the project is often prevented from being easily integrated into the existing environment therefore minimising any tangible long-term benefits stemming from the project.

At South West TAFE we have recently introduced a new flexible delivery department. The goals of this department are not to create a new internal delivery unit; rather, they are to provide the support and training required to vest the skills for flexible delivery back within the individual academic departments at South West TAFE. We want our staff to feel as if they are positive participants in the change, rather than victims of the change believing that "the presence of a shared vision generates a much higher degree of openness, candor and curiosity"(Senge, 1994:82)

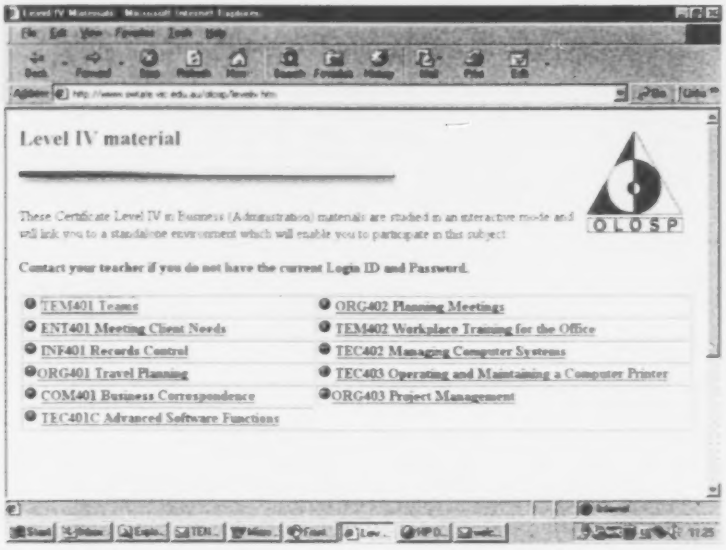
At the same time, the unit is committed to creating an appropriate technological framework to support new developments. In this way, new developments can be encouraged and pursued from within the individual academic departments, whilst at the same time offering the organisation the chance for long-term benefits. The overriding goal is consistent with Kanter's (1992) view that "the change should not be viewed as an event, but rather as a process aimed at organisational improvement".

The second level of functionality is at the student/user level. To ensure functionality, it is critical that developers of flexible delivery models are committed to the principle that there is more to flexible delivery than simply putting paper based materials 'online'. The goal of the design should be for a product that is rich in interactivity. The students participating in the learning process should be encouraged to visit the site regularly because of its ongoing contribution to the learning process. Without this imbedded concept, access to the site will be limited thus raising the question of the need to invest the resources required to develop and maintain the environment. As a final design element, the resources must be constructed in a way to measure that learning has taken place within the flexible learning model.

Ensuring functionality requires the development (or enhancement) of learning materials to suit the academic model. It should be noted that not all learning materials have to be online for a flexible delivery model to be effective. For the Office Skills Online programme, we identified a variety of learning needs. At Certificate II and III, the skills are foundational, with each module an entity unto itself. As such, we felt that the existing paper based materials (OLOSP) were ideal for the training required, as they are comprehensive and expansive in their detail. The online enhancements to these levels included the access to a dynamic communications environment, online materials ordering system and student service facilities.

At Certificate IV we identified the need for students to gain broad information access via a wide range of learning materials thus stimulating discovery learning. Our goal at this level is to encourage self-management, creative problem solving, teamwork and holistic learning. Because of the obvious benefits of the Internet, the resources for this Certificate were modified and located online. These enhancements are seen as value adding to the existing resource materials.

Figure 8 – Certificate IV Resources


Level IV material
OLOSP
Contact your teacher if you do not have the current Login ID and Password.
TEM401 Teams
ENT401 Meeting Client Needs
INF401 Records Control
ORG401 Travel Planning
COM401 Business Correspondence
TEC401C Advanced Software Functions
ORG402 Planning Meetings
TEM402 Workplace Training for the Office
TEC402 Managing Computer Systems
TEC403 Operating and Maintaining a Computer Printer
ORG403 Project Management

The design of the module presumes a combination of online access and downloading (printing). Extensive online references are included, along with the opportunity to download study guides and assessment tasks. Finally, the study guides are structured to encourage students to visit the café and conferencing facilities in an ongoing manner.

Figure 9 – Supervising Teams Module

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At present, there are minimal resources available to support Level V training in a flexible delivery model. "Level V is the highest level of Administration Competency Standard. The best pedagogical model at this level of competency is a heuristic one that encourages learners to discover for themselves. This entails giving learners control over their learning environment, their pace of learning, and the manner in which they learn. It also involves placing the onus for learning on the learner, but in a highly supported environment that makes the best use of the technology and its communication facilities" (Flexible Delivery Toolbox ANTA Project – SWIT December 1999)

In December 1999, South West TAFE was awarded a major contract to develop the resources for Level V of the Office Administration training stream. Our task will be to develop a set of multimedia resources that provide a framework for the development of training programmes for online delivery. Once developed, these materials will be incorporated into the office skills online website.

As mentioned earlier, both student and teachers alike frequent our website. As such, we have passworded much of the content of the course resource section to enable us to maintain our competitive edge. Sample modules will be available for viewing as part of the workshop.

THE IMPLEMENTATION OF THE MODEL USING WORKPLACE TRAINING PLANS

To date, the focus has been on the physical structures necessary for a successful flexible delivery model; namely, the website and the relevant learning resources. Equally, if not more important, is the role of the teacher and the administrator in this model.

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Even within the traditional model of classroom based learning, fancy desks and chairs offer little support in the absence of an effective teacher at the front of the room guiding the learning process. Because of the literal absence of a classroom in a flexible delivery model, the role of the teacher is even more important.

Inappropriately, many educational organisations have viewed flexible delivery as a possible cost cutting opportunity. Traditionally, many organisations have approached the delivery of off campus studies from an administrative perspective. Academic involvement was largely reactive in response to student inquiries and assignments. In addition, there has been an ongoing belief that offering courses flexibly can dramatically increase student numbers thus possibly offering some economies of scale and thereby increasing productivity levels.

Our experience at South West TAFE has revealed that, in order to effectively manage flexible delivery, the workload and expectations on academic staff (both at an administrative and teaching level) has significantly increased. "We live in a world of change. Demographic changes, environmental changes, technological developments and reforms in education and training are impacting on the role of all (TAFE) teachers. As a teacher you are required to perform a wider range of functions and use a broader range of skills than ever before". These demands include the need to surrogate the class/group interaction, to customise the training plans to match the individual and workplace and the need to make yourself available to meet the 'on call ' nature of flexible delivery.

At South West TAFE, a three point plan is undertaken by the course co-ordinator /administrator to ensure the successful implementation of the flexible delivery model:

- **ANALYSE - Review the student's history to identify an appropriate entry point.**

As noted in my introduction, a large percentage of clerical workers in Australia do not have any formal credentials. Yet the reality is that, through extensive on the job work experience and training, they have often accumulated a wealth of industry specific skills. The role of the course co-ordinator/administrator is to undertake a skill's assessment to assist in identifying an appropriate entry point for formal training to commence. The training needs analysis reveals what they know now (current performance) and what they should know or be able to do in the future (required performance).

Operating within a national competency standards framework, where the standards have been defined by industry, enables the assessment to be extremely accurate and efficient. A sample competency standard is displayed in appendix A and will be discussed in more detail as part of the workshop.

- **DESIGN - Develop a customised workplace training plan.**

At Levels II and III the focus is on foundational skills and, as such, the units are independent. A workplace based training plan integrating enterprise goals is not required, with each module being completed progressively.

At levels IV (and V), however, the training plan is constructed around the training gaps identified in the skills assessment and is prepared in partnership with the enterprise. This offers the opportunity to link training with workplace needs. The students are also required to develop their own personal goals so as to ensure ownership. As a tailored package, the outcome is an effective, meaningful and engaging training opportunity. Appendix B presents some sample Level IV case studies. The workshop will elaborate upon these and other training plans.

Support throughout the training is offered by both the training provider (South West TAFE) and the workplace, regardless of the level of study. Assessment varies according to the skills of the workplace supervisors. If appropriately skilled (an audit is taken place at the commencement of the plan), workplace assessment can take place in the workplace although in all cases, South West TAFE assumes ultimate responsibility for assessment.

The competency standards of the training package act as a benchmark for measuring performance. Because of the high visibility of the training plan, authentication of skill acquisition is easily achieved in collaboration with the workplace supervisor.

Training Plan for Loreto Dunn

History: Successful completion of Certificate III in Business with some exemptions at Level IV. A variety of workplace experiences, with the current role focused on reception, employment and client liaison.

Training Gaps: Certificate IV in Business (administration)

Meeting Client Needs

- Identify current client requirements
- Provide information on current service provision and resource allocation within your area of responsibility
- Identify trends in client requirements

Supervising Teams

- Plan work for the team
- Allocate tasks to members of the team
- Monitor team performance
- Provide training for team members

Using New Technology

- Maintain current knowledge of developments in information technology
- Identify new technology to assist the enterprise to meet its goals
- Use new technology to solve problems

Providing Information

- Compose report/correspondence

Supervising a Records System

- Maintain existing filing arrangements
- Ensure distribution of files and records
- Maintain security of filing system
- Train staff in records management

Goals

Personal:	Career development	To have a formal qualification
	To develop advanced Internet skills	To have an objective to focus on
	To equip myself with up to date skills	To help fulfil future career aspirations
	To be challenged	To boost self-confidence and self

	esteem
Self Actualisation	To contribute to the workplace

Workplace: To identify and then implement a replacement database system to manage client data.

The Supervising Teams module will underpin your training plan. It is here that you will do the planning that will be required to meet the workplace goals. The Meeting Client Needs module will be used to clarify the database requirements of your internal staff and the government agencies to which you are accountable.

As an elective unit, Using New Technology will be used to research and then develop skills in the appropriately nominated database application(s). The competencies of the Supervising a Records System and Providing Information will assist you in the successful integration of the new database system and the communication to relevant parties.

The Outcomes of your training plan will be:

- A formal report that identifies the business needs for a new database system and then subsequently outlines the options and recommendations to replace NIMS
- the development of training plans to support this implementation
- the development of records and information management systems that will accommodate the initial transfer of data and then the ongoing database management.

Figure 9 – Sample Training Plan

A three-way contract is signed at the commencement of the training plan ensuring the commitment of the student, the business enterprise and the training body to the achievement of these goals and competencies. Additional case studies have been included in Appendix B and will be reviewed in detail as part of the workshop.

- **IMPLEMENT - CONTRACT THE PROFESSIONAL STAFF**

Once the training plan is in place, appropriately skilled teachers are contracted to support the training plan. Because of the unique demands placed on teachers working in a flexible delivery model, a supplementary contract is signed by all parties ensuring an understanding of the expectations.

Figure 10 – Sample Teacher Contract (extract)

1.0 Duties

1.1 Attend training sessions in online delivery as scheduled.

1.2 Participate in skills assessment as required.

1.3 Maintain your electronic profile with current information.

1.4 Accessing the online environment at least once every 24 hours during the working week.

1.5 Answer queries received by electronic mail, facsimile or post within 24-48 hours of receipt.

1.6 Acknowledge the receipt of assignments within 24-48 hours of initial receipt.

1.7 To mark assignments and return them by electronic mail, facsimile or post within 6-10 working days of receipt.

1.8 To support and encourage students by initiating and maintaining regular contact through the communications options such as: e-mail, conferencing, chat and developing online learner networks within your academic area.

1.9 To maintain accurate student records and provide briefings to the training co-ordinator on individual student's progress on a regular basis.

1.10 To report to training co-ordinator the student's final result(s) upon completion and process results within 6-10 days of the module being completed.

1.11 To advise the training co-ordinator if you are unable to fulfil any of the above requirements.

By being copied on all electronic communications, the course co-ordinator/administrator is able to monitor and evaluate progress and engage additional teachers as the training plan unfolds.

CONCLUSION

As titled, the purpose of this paper has been to highlight the fact that flexible delivery is not simple a question of technology. Rather, it is a combination of three critical features

1. The design and development of an appropriate technological infrastructure;
2. The 'value adding' to training materials to ensure that they are specific to online delivery;
3. The implementation of the model using training plans to ensure an effective and engaging training plan;

We would be foolish not to take advantage of the multiple benefits the new technologies have to offer. However, we would be remiss as educators not to ensure that the "best of the traditions of the past are maintained, adapted and preserved". Despite the rapid technological advances, technology must never be seen as a solution in its own right.

Flexible delivery is like any good recipe. It requires good quality ingredients and a good cook to make it work. Our experience at South West TAFE has shown that elaborate websites and appropriately designed learning resources are important vehicles for achieving educational outcomes. However we have learnt that when designing a flexible delivery model the order of priority must be people, processes and then technology as it is the 'people' factor that will ultimately guide the learners to success.

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APPENDIX A – SAMPLE COMPETENCY STANDARD

BSATEC401A – Producing Complex Documents (60Hrs)

SELF ASSESSMENT SECTION

Competency Element	Performance Criteria	Initial	Date
1 Establish document design and structure	1.1 Requirements of the task are identified 1.2 Software appropriate to the task is selected 1.3 Document design and structure is suitable for the information provided 1.4 Document design and structure meets enterprise requirements		
2 Develop template or macros for document design	2.1 Templates and macros are developed and used to ensure consistency of design and layout 2.2 Amendments to templates and macros are made as required		
3 Produce documents	3.1 Data is entered and edited accurately 3.2 A range of advanced functions is used to ensure the accurate completion of the task within the designated timelines 3.3 Information from other computer files and/or printed documents is inserted as required 3.4 Documents are checked for spelling, grammar and numeric data 3.5 Documents are proofread for accuracy of contents 3.6 Documents are proofread for consistency of layout and style 3.7 Modifications are made to meet required specifications 3.8 Documents are presented to the nominated person/section for approval prior to completion and/or final printing where necessary 3.9 Documents are printed as required 3.10 OHS guidelines relating to screen based equipment and ergonomic workstations are observed		
4 Save file and exit system	4.1 Document is saved and stored in appropriate directory or folder 4.2 File is closed and applications programmes are exited without loss of data 4.3 Back up copies of files are made in accordance with specified procedures if required 4.4 Disks/data are filed and stored in accordance with enterprise procedures		

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BSATEC401A – Producing Complex Documents (60Hrs)

To be completed by trainee:

(Please note any tasks and/or equipment used in achieving this competency, both in paid and unpaid environments)

I have completed all the requirements of the competency, including all Occupational Health and Safety requirements. Signed (Workplace Trainee): Date:

BSATEC401A – Producing Complex Documents (60Hrs)

1 ASSESSMENT GUIDELINES AND TRAINING NEEDS

Training for this competency:

❑ On-the-job training only

- *Document layout is appropriate for the data*
- *Defaults are set correctly*
- *Speed and accuracy are to enterprise standards*

  (this may be the standard in Standards Australia AS 2708-1991 Typing Speed or AS 3549-1989 Typing Accuracy)
- *Documents are proofread and final document is correct*
- *Data is saved and backed up according to enterprise requirements*

  NOTING:
- *Enterprise procedures and policies, e.g. backup procedures, file maintenance*
- *Software packages used: word processing, database, spreadsheet, page layout software, graphics*
- *Advanced functions include, but are not exclusive to: templates, macros, autotext, glossaries, table of contents, index, formatting, (e.g. defining styles, importing graphs, sections, margins), scanner/colour printer*
- *Instructions, e.g. manufacture's guidelines, procedures manual, training notes*
- *Relevant legislation, e.g OHS, copyright*
- *Specialist/technical texts and vocabulary*

❑ Requires some additional material to support on-the-job training

❑ Will have to be completed off-the-job

❑ Is not required *(refer to method of assessment)*

BSATEC401A – Producing Complex Documents (60Hrs)

VERIFIED ASSESSMENT SECTION

ASSESSMENT VERIFICATION	
Method of Assessment: ❑ Observation ❑ Demonstration ❑ Work Samples ❑ Questioning & Disscussion ❑ Off-the-job Assessment ❑ Previous training records ❑ Other *(Please describe)*	**Assessor Comments:** **(Please comment on trainee's overall ability with this competency)**

We certify that the trainee is deemed competent in all elements of this competency, and that we meet the requirements as outlined in the Administration Training Package to conduct assessment.

Workplace Supervisor/Assessor:.....Date: .....

Training Provider Representative: .....Date: .....

I certify that the trainee has successfully completed all 'on-the-job' training requirements of this competency.

Employer:.....Date: .....

APPENDIX B – TRAINING PLAN (CASE STUDIES)

Training Plan for Marita McInerney

History: Fifteen years experience in an office environment with minimal formal training.

Training Gaps: Certificate II

Using Numbers in the Workplace – using OLOSP materials

Preparing Financial Documents – using OLOSP materials

Certificate III No training required

Certificate IV

Meeting Client Needs – competencies are:

- Identify current client requirements
- Provide information on current service provision and resource allocation within your area of responsibility
- Identify trends in client requirements

Presenting Report - competencies are:

- Research information relevant to the issue
- Analyse information and reach solutions about the issue
- Produce an investigative document
- Deliver an oral presentation based on the written document

GOALS

Personal: To consolidate and recognise existing skill base that has been acquired through a combination of informal and formal training by completing some gaps in Certificate II and Certificate IV in Business (Administration).

Business: To increase her current skill base in areas as they relate to her current workplace, Marita will undertake to develop a 'Meetings Handbook' for

St John of God Hospital staff.

Using the competencies of Meeting Client Needs, Marita will research the needs of the potential users within the hospital departments. This data, along with hospital protocols and procedures will form the content of the manual.

The Presenting Reports module will enable Marita to document the process for creating the manual and maintaining it. In addition, Marita will provide training sessions for interested staff to meet the 'oral' competency associated with the presenting reports module.

The outcomes of this training plan will:

- The collection and analysis of data to assist in compiling the manual.
- The development of a Meetings Manual for distribution to all hospital administrative staff.
- Writing of a report detailing the development process (for future reference) and ongoing maintenance of the manual.
- The conducting of training sessions for interested staff.

Training Plan for Natalie Manson

History: Completed a 12-month secretarial training course after completing year 11. Has held a variety of administrative positions with maternity leave in 1991 and 1994. Currently working part time in a reception position at Leadtec Computing, Melbourne.

Training Gaps: Certificate III

Business Correspondence – using OLOSP materials

Certificate IV

Meeting Client Needs – competencies are:

- Identify current client requirements
- Provide information on current service provision and resource allocation within your area of responsibility
- Identify trends in client requirements

Supervising Teams

- Plan work for the team
- Allocate tasks to members of the team
- Monitor team performance
- Provide training for team members

Presenting Report - competencies are:

- Research information relevant to the issue
- Analyse information and reach solutions about the issue
- Produce an investigative document
- Deliver an oral presentation based on the written document

Elective Units: Desktop Publishing, Computer and Sales Marketing

GOALS

Personal: To consolidate and recognise existing skill base that has been acquired through a combination of informal and formal training by completing some gaps in Certificate III and Certificate IV in Business (Administration).

Business: To develop a direct marketing strategy for Leadtec.

To increase her current skill base in areas as they relate to her current workplace, Natalie will commence the Teams Module with the goal of working with key marketing staff to develop a direct mail marketing strategy for Leadtec. The MCN module will form the basis of the team's research supplemented by elective modules in computer sales and marketing.

All activities of the team will be documented using the competencies provided in business correspondence (level III). The Presenting Reports module, combined with elective study in desktop publishing, will underpin the written and oral presentation to management.

The outcomes of this training plan will:

- Development of a direct mail marketing strategy.
- Presentation of findings to the management and sales team.

Training Plan for Janet Campbell

History: Completed a Bachelor of Science. Currently working part time as the Laboratory Technician in the Nursing Dept. at Deakin University.

Training Gaps: Certificate IV

Meeting Client Needs – competencies are:

- Identify current client requirements
- Provide information on current service provision and resource allocation within your area of responsibility
- Identify trends in client requirements

Supervising Teams

- Plan work for the team
- Allocate tasks to members of the team
- Monitor team performance
- Provide training for team members

Elective Units: Web Page Design and Development

GOALS

Personal: To recognise existing skill base and extend administrative skills by completing the Certificate IV in Business (Administration).

Business: To develop a comprehensive equipment submission in conjunction with the three technical officers from each campus.

The outcomes of this training plan will:

- Development of equipment submission pending funding availability
- Development of evaluation tool to be used by undergraduate students with the outcome being the making of recommendations to convenor of the Undergraduate programme